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ABSTRACT

This module, intended for special needs personnel, includes an overview of vocational education for students with special needs; a glossary of 55 specialized terms associated with serving special vocational needs students; a listing of 14 national professional associations, including addresses, publications, and features; a listing of 8 Missouri organizations with addresses and features; a listing of community resources, including local business and industry, governmental agencies, community service organizations, civic clubs, and special resources such as private, nonprofit, and volunteer organizations; a listing of 48 acronyms related to vocational special needs; responses to 8 frequently asked questions; 11 references, and 12 sources of catalogs for curriculum materials. (CML)

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TITLE: OVERVIEW OF VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

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ABSTRACT: Materials include lists of acronyms, glossary, and resources relevant to vocational special needs education.

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OVERVIEW OF VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS

Overview

Vocational training of special needs students is a process that is more complex than training "regular" students. Factors causing the complexity include attitudes towards persons with special needs, physical, mental, and communications limitations, legislation, fear, low self-concept, and the need for support staff.

Vocational instructors not trained to work with people with special needs frequently have many questions. These may result in fears and rejection or isolation for these students. Teachers may fear safety problems in the classroom and fail to realize that equipment can be adapted to prevent safety hazards. Students with low motivation for learning may cause frustration for the instructor. Too, teachers may fear their ability to communicate with a person with a disability, especially when the disability disrupts speech. Another factor affecting teachers' attitudes is the feeling that "the law mandates that unqualified students be placed in the class."

Students themselves also have fears and worries about their classes. They want to be able to complete classes that will allow them to enter employment on a competitive basis. They wonder if their skills and potentials will allow them to get satisfactory grades in the classes. They also worry that their teachers will not give them a fair chance.

The doubts and fears of both teachers and students warrant special provision in the form of resource personnel. The assessment specialist can help students enter programs where strengths can be utilized. The vocational resource educators (VREs), basic skills instructors and supplementary instructors can help reduce teacher's concerns and plan activities that will allow the student to demonstrate mastery.

The Carl D. Perkins Act of 1984, P. L. 98-524, emphasizes two major areas: vocational program improvement and programming for special needs populations. Each state must use 57% of their basic state grant for special needs individuals. The mandated set-aside funds are as follows:

Handicapped Individuals	10%
Disadvantaged Individuals	22%
Adults in Need of Training or Retraining	12%
Single Parents and Homemakers	8.5%
Individuals Participating in Programs to Eliminate Sex Bias and Stereotyping	3.5%
Criminal Offenders	1%

The Missouri Vocational Planner's Guide for the Carl Perkins Act defines programmatic and personnel categories that may be implemented by vocational schools in order to meet the needs of special needs students.

Definitions/Terminology

This glossary of terms has been provided to assist special needs personnel in becoming familiar with the specialized terminology associated with serving special vocational needs students.

Advisory Council - An advisory council should be established as mandated by the Carl D. Perkins Vocational Education Act to: a) assist in formulating vocational education programs, b) provide a liaison between vocational education programs and the community, and c) support development of legislation and funding for programs serving the handicapped. Such councils shall have appropriate representation by race, sex, ethnicity, and geography. Further, the councils shall be composed of representatives of business, industry, labor, agriculture, and appropriate vocational education related agencies with the majority of the members being non-educators. Council members shall be knowledgeable of current economic situations, labor market, the problems of special needs students, and federal and state vocational education regulations, in order to give advice on job needs and appropriate courses to meet those needs.

Basic Skills Instruction - Includes instruction in mathematics, reading, and writing skills essential for the student to successfully complete a vocational education program. The basic skills necessary for a student to complete a vocational education program must be coordinated with the vocational teacher and be provided concurrently with the student's enrollment in a vocational program.

Career Education - Career education is the totality of experience through which an individual learns about and prepares to engage in work as part of one's way of living. In this context, work is interpreted as directed activities aimed at producing benefits for oneself and/or for oneself and others and is not to be confused with activities whose primary purpose is either coping or relaxation. In this context,

career is a developmental concept which spans from birth to death, education involves more than participation in formal training, and work is not restricted to paid employment.

Competitive Employment - Is employment in a community based job for remuneration. The term implies that the worker's performance must conform to the established standards within the plant, business or industry. The term is frequently used to differentiate sheltered employment from jobs which pay minimum wage and require minimum performance.

Criminal Offender - Individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender. These individuals will be associated with a correctional institution, identified as any of the following: (1) prison; (2) jail; (3) reformatory; (4) work farm; (5) detention center; or (6) halfway house, community-based rehabilitation center or any other similar institution designed for the confinement or rehabilitation of criminal offenders. (P. L. 98-524)

Disadvantaged Individuals - Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency (LEP) and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

Academically Disadvantaged Individual - An individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or who fails to attain minimal academic competencies.

Economically disadvantaged family or individual	- Families or individuals who are determined by the eligible recipient to be low income according to the latest available data, such as AFDC, free or reduced lunch, or Pell Grant.
Limited English Proficiency (LEP) individuals	- Those who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.
Displaced Homemaker	- Individual who is not necessarily a fully enrolled student but has been doing unpaid labor in the home, who is not gainfully employed, who has had, or been dependent on the income of another member of the family but is no longer supported by that income.
Due Process (for handicapped students)	- (a) A parent or a public education agency may initiate a hearing on any matter related to the identification, evaluation or educational placement of a child or the provision of a free appropriate public education to the child, (b) The hearing must be conducted by the state educational agency or the public agency directly responsible for the education of the child, (c) The public agency shall inform the parent of any free or low-cost legal and other relevant services available in the area.
Early Entry	- A program for students who need an extra year in the vocational program to master

the skills. The student must be at least 15 years old and a 9th grader. An I.V.E.P. must be written which documents the reasons the student enters the program early.

Economically Depressed Area - An economically integrated area within any state in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as (1) a rate of unemployment which has exceeded by 50% or more the average rate of unemployment in the state, or in the nation, for each of the three years preceding the year for which such designation is made; or (2) a large concentration of low-income families, the designation of which is approved by the secretary as consistent with the purpose of the act, with these criteria and with such other criteria as the secretary may prescribe. (P.L. 98-524)

Formal Vocational Assessment - An assessment using standardized tests and work samples. The vocational school may maintain an evaluation unit to which students are sent. See also "vocational assessment."

Free Appropriate Public Education - Refers to special education and related services which are provided at public expense, under public supervision and direction and without charge. Such services, which must meet the standards of the state educational agency, include preschool, elementary school, or secondary education. Services are provided in conformity with an individualized education program (IEP).

Habilitation - Is the process of providing services to disabled or disadvantaged clients in order to prepare them for employment. The use of the term habilitation rather than rehabilitation implies that the client was not in the labor force prior to the onset of the debilitating condition.

Handicapped - Refers to those students evaluated as being mentally retarded, hard of hearing,

deaf, speech impaired, visually handicapped, seriously emotionaly disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

Homemaker - Individual who (a) is an adult, and (b) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills. (P.L. 98-524)

Individualized Education Program (IEP) - Program for handicapped learners, mandated by P.L. 94-142, planned cooperatively with support personnel. The IEP must have the present level of educational performance, annual goals and short-term objectives, amount of time spent in regular education programs, necessary support services, and an annual review date.

Individualized Vocational Education Plan (IVEP) - A plan written for disadvantaged students who are entering vocational programs early. The plan should include the student's goals and objectives in the vocational class.

Individualized Written Rehabilitation Plan (IWRP) - A written plan developed for a handicapped individual eligible for services from Vocational Rehabilitation Services. The IWRP states vocational rehabilitation goals, specifies objectives and services, and specifies timelines for providing services.

Least Restrictive Environment - To the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, must be educated with children who are not handicapped. Special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature of the severity of the handicap is such that

education in classes with the use of supplementary aids, aides and/or services cannot be achieved satisfactorily. The Carl Perkins (P. L. 98-524) Act emphasizes this concept.

Informal Assessment - Usually done at the sending school by counselors, special education teachers or another designated person. A level I informal assessment consists of a summary of existing information about a student; Level II incorporates some standardized testing as well as existing information and Level III usually means a formal vocational evaluation.

Mainstreaming - In the provision of vocational services and training for special needs students, three primary methods or strategies are employed to "mainstream" disadvantaged and handicapped students in Missouri:

"Remediation" programs are designed to improve a reading, a writing, or a mathematical deficiency that prevents a student from benefiting or profiting from occupational instruction.

The "resource" method represents a strategy employed to facilitate and improve the mainstreaming process by use of a special resource person--a non-teaching professional staff person--who provides, on an individual basis, services and assistance necessary for students to succeed in regular vocational programs.

The "aides" approach represents a strategy to better accomplish mainstreaming of special needs students through utilization of teacher aides and supplementary teachers in regular vocational classes (DESE, Vocational Education section definition).

Occupational Data Analysis System (ODAS) - A computer-based system that uses data from three existing data bases to assist business, education, and industry in developing relevant vocational programs.

On-The-Job Training - Is instruction in the performance of a job given to an employed worker by the employer during the usual working hours of the occupation. Usually the minimum or beginning wage is paid. The training is sometimes given by a Job Placement Specialist or Job Trainer.

Personal Adjustment Training - Is instruction designed to develop and improve personal and social habits such as grooming, hygiene, and communication skills.

Prevocational - Is a term used in habilitation agencies to group diagnostic and restorative services to clients usually prior to the involvement of vocational rehabilitation specialists. For example, prevocational training could include the teaching of "activities of daily living" and prevocational evaluation could include assessing residual dexterity for a client with an injured hand. The term as used in public schools may include all training prior to courses designated (and/or funded by) as vocational education. For example, a typing course may be prevocational whereas office procedures would be vocational. Consumer math or career exploration would be examples of prevocational classes.

Rehabilitation - Is the process of restoring to a person the condition of good health and/or useful and constructive activity.

Related Services - Are supportive services required to assist a handicapped child to benefit from special education (e.g., speech pathology, audiology, physical and occupational therapy, social and health services, etc.)

Resource Teacher - Is a specialist who works with students with special learning needs and acts as a consultant to other teachers by providing materials and methods to help students who are having difficulty within the regular classroom. The resource teacher may work from a centralized resource room within a school where appropriate materials are housed and where special students from the regular classroom may spend part of the day.

Sheltered Workshop - Is a facility designed to provide sheltered (non-competitive) employment to vocationally handicapped individuals. Workshops are frequently categorized as terminal, transitional, or rehabilitative depending on purpose, function, and program.

Single Parent/ Homemaker - A single parent or an individual who a) is unmarried or legally separated from a spouse, and b) has a minor child or children for which the parent has either custody or joint custody. Homemaker means an individual who a) is an adult, and b) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

Social Adjustment Training - Is instruction designed to develop interpersonal relationship skills and/or to modify maladaptive social behaviors.

Special Education - Special education is instruction designed to respond to the unique characteristics of children who have needs that cannot be met by the standard school curriculum. A child's individualized education program is typically a modification of the standard school curriculum. The program may call for changes in content, methods of instruction, instructional materials, and expected rate of progress. It may also call for supportive services from speech pathologists, audiologists, physical and occupational therapists, psychologists, physicians, counselors, and others.

Special education can be delivered in a variety of settings, depending on the needs of a particular child. Some special children can be enrolled in regular classes where the teacher receives help from specialists. Some receive instruction for part of the day in resource rooms. Some require placement in a full-time special education class. Others need to be placed in homebound, hospital or residential school programs.

Special Needs Learner

- Individual who encounters or is likely to encounter difficulty in educational or employment settings because of a disability, economic or academic disadvantage, who has different linguistic or cultural background, or outdated job skills, and who requires individually prescribed and unique teaching strategies; supportive services that vary in type and extent depending on individual need; and additional resources from society for his or her acceptance. (Phelps, 1985)

Special Vocational Needs

- Is vocational education for disadvantaged or handicapped persons (the Carl D. Perkins Vocational Education Act of 1984, P. L. 98-524) that includes special education programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their special learning needs. Examples of such special programs and services include the following: special remedial instruction, guidance, counseling and testing services, special equipment, services, and devices, and reader and interpreter services (see definitions of disadvantaged and handicapped for description of persons to be served).

State Plan

- Is an agreement between a State Board for Vocational Education and Special Education and the U.S. Office of Education describing (a) the vocational/special education programs developed by the state to meet its own purposes and conditions, and b) the conditions under which the state will use federal acts and the official policies of the U.S. Office of Education before programs may be reimbursed from federal funds. Vocational education and special education must each submit plans.

Supplemental Professional Staff

- Used to assist a vocational teacher if the vocational school determines that the enrollment of special needs students is substantial enough to require assistance.

The regular vocational teacher retains responsibility for the overall management of the classroom, curriculum and competencies to be taught, etc. The supplemental teacher carries out the teaching/coordinating functions assigned by the regular teacher deemed essential for the student requiring special services and activities to successfully complete the vocational training program.

Transition - A formal, planned process involving special needs learners, parents, school personnel and community agency representatives, which results in the preparation and implementation of a plan to assist special needs learners in developing knowledge, skills and attitudes required to enter and succeed in postsecondary vocational education and/or sustained employment.

V-TECS (Vocational-Technical Education Consortium of States - A consortium of states providing competency-based vocational technical education materials.

Vocational Assessment - A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs, which provides educators the basis for planning an individual's program.

Vocational Adjustment Coordinator - Is a certified special education teacher who supervises handicapped students in cooperative work-study programs.

Vocational Education - Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto), under public supervision and control or under contract with a state board or local education agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in

recognized occupations in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree (A.V.A. definition, 1968).

Vocational Evaluator - A trained individual who administers and interprets vocational assessment tests and other varieties of vocational evaluation activities and procedures.

Vocational Handicap - Is any barrier which impedes an individual from achieving his/her vocational objective. The barrier may be a physical disability, a psychological problem, or may be caused by economic, educational, or cultural deprivation.

Vocational Preparation Program - Is any program designed to (a) provide individuals with the necessary basic vocational skills to enroll in and successfully complete regular vocational offerings, or (b) to provide individuals with the necessary basic skills to make an informed and meaningful choice of an occupational goal (DESE, Vocational Education section definition). Such programs may not be fully funded under the Carl D. Perkins Vocational Education Act.

Vocational Rehabilitation - Service to provide diagnosis, guidance, training, physical restoration, and placement to disabled persons for preparation and acquisition of employment, which allows greater independence.

Vocational Rehabilitation Counselor - Is an employee of the Division of Vocational Rehabilitation assigned by the division to work with the special education cooperative work-study program and/or to receive referrals of students with handicapped conditions.

Vocational Resource Educator - Is a vocational support person trained to facilitate the vocational training of handicapped students by working as a resource specialist to teachers, students, and parents.

Vocational School - Is a school which is organized separately under a principal or director for the purpose of offering training in one or more skilled or semi-skilled trades or occupations. It is designed to meet the needs of high school students preparing for employment and to provide upgrading or extension courses for those who are employed.

Vocational Subject - Is any school subject designed to develop specific skills, knowledge, and information which enable the learner to prepare for or to be more efficient in his chosen trade or occupation.

Vocational Teacher Aides - Used to provide assistance to vocational education teachers. The aide may assist the teacher in the instructional process to reinforce instruction provided by the teacher, monitor students at work stations in a laboratory, and provide assistance in competency testing, etc.

Work Adjustment - Is the treatment/training process utilizing work or work-related activities to create an understanding and appreciation of the meaning, value, and demands of work; to modify or develop appropriate attitudes, personal characteristics, and work behavior, and to develop functional capacities as required, to assist individuals toward their optimal level of vocational development.

Work-Study Program - The work-study program in vocational education is designed to provide part-time employment for youths who need the earnings from such employment to commence or continue their vocational education program. However, the cooperative work-study program in special education is for high school credit, is part of the IEP, and assists the student to prepare for a career.

National Professional Organizations Important To Vocational Special Needs

ORGANIZATION AND ADDRESS	PUBLICATIONS	FEATURES
American Coalition of Citizens with Disabilities 1200 15th Street, N.W. Washington, D.C. 20005	ACCD News Net	Promotes advocacy, referral services and publication distribution. An umbrella organization of and for handicapped individuals.
Association for the Severely Handicapped 7010 Roosevelt Way, N.E. Seattle, WA 98115	Journal of the Association for the Severely Handicapped	Advocates quality education and vocational training methods and programs.
Council for Exceptional Children 1920 Association Drive Reston, VA 22091	Exceptional Children, journals and newsletters from 12 divisions	Distributes materials, provides technical assistance, conducts training institutes and conferences, promotes legislation, provides 12 divisions of special interest groups.
Disabled American Veterans 3725 Alexandria Pike Cold Spring, KY 41076	Disabled American Veteran's Magazine, newsletter	Promotes welfare of service connected disabled veterans and their dependents through several special programs.
Division on Career Development 1920 Association Drive Reston, VA 22091	Career Development for Exceptional Individuals, newsletter	Works with other CEC divisions and various organizations to promote research, legislation, professional training, techniques and training materials.
Office of Special Education and Rehabilitation Services 400 Maryland Avenue, S.W. Washington, D.C. 20202		Federal funding for programs, implementation of laws.

National Association of Rehabilitation Facilities P. O. Box 17675 Washington, D.C. 20015	Rehabilitation Review	Conducts educational seminars and conferences, assists members in developing and improving their services.
National Association of Vocational Education Special Needs Personnel c/o American Vocational Association 2020 N. 14th Street Arlington, VA 22201	Journal for Vocational Special Needs Education	Promotes legislation, technical information, staff development and special workshops for vocational educators.
National Easter Seal Society for Crippled Children and Adults 2023 West Ogden Avenue Chicago, IL 60612	Rehabilitation Literature, Easter Seal Communicator (newspaper)	Conducts extensive programs of service, education, and research at national, state and local levels, including public awareness workshops and conferences.
National Industries for the Severely Handicapped 4350 East-West Highway Bethesda, MD 20814		Provides technical assistance to workshops in producing commodities or services for sale to federal government, researches and develops commodities that can be produced in sheltered workshops.
National Information Center for the Handicapped P. O. Box 1492 Washington, DC 20013	Closer Look	Provides general information useful in working with handicapped students.
National Organization on Disability 2100 Pennsylvania Ave., NW Washington, D.C. 20037	Report (quarterly newsletter) and Update	Advocates community partnership programs to improve attitudes, expand access, and promote opportunities in education, housing, recreation, and employment.
National Rehabilitation Association 633 S. Washington Street Alexandria, VA 22314	Journal of Rehabilitation	Promotes legislation, provides a forum through publications and conferences, research, and stimulates professional training endeavors.

Presidents Committee on Employment of the Handicapped Washington, D.C. 20201	State Newsletters	Information on legislation programs and services for individuals with disabilities.
Vocational Evaluation and Work Adjustment Association 633 S. Washington Street Alexandria, VA 22314	VEWAA Bulletin, newsletter	Promotes standards for vocational evaluators and work adjustors, disseminates and publishes information, promotes training efforts of field personnel.

STATE ORGANIZATIONS

Division of Vocational Rehabilitation Services 3523 North Ten Mile Drive Jefferson City, MO 65101	Services beyond 94-142 and other school based services; may include vocational assessment, training, placement and follow-up.
Employment Service, MO State 421 East Dunklin Jefferson City, MO 65101	Placement services and materials for students and staff.
Governor's Committee on the Employment of the Handicapped P. O. Box 59 Jefferson City, MO 65101	Brochures, directories, advocacy, general information.
Instructional Materials Lab 10 Industrial Education Bldg. University of Missouri-Columbia Columbia, MO 65211	Materials for special needs learners.
Missouri Department of Elementary and Secondary Education Programs for Disadvantaged and Handicapped P. O. Box 480 Jefferson City, MO 65101	Funding to make mainstreaming work; may include staff and equipment.
Missouri Department of Elementary and Secondary Education Special Education Section P. O. Box 480 Jefferson City, MO 65101	Funding for handicapped; may include staff, equipment, and demonstration projects.
Missouri LINC University of Missouri-Columbia 609 Maryland Columbia, MO 65211	Information, training, technical assistance, publications on special needs including assistive devices.
Special Education Dissemination Center (SEDC) 515 S. 6th Street University of Missouri-Columbia Columbia, MO 65211	Loan packages on most special education topics.

COMMUNITY RESOURCES

LOCAL BUSINESS AND INDUSTRY

- Field trips to observe on the job activities
- On the job experiences/tryouts
- School/Business Partnerships
- Job Shadowing

GOVERNMENTAL AGENCIES

- Vocational Rehabilitation
- Bureau of Indian Affairs
- Immigration
- Social Security Administration
- Veterans Administration
- Employment services
- Job Corps
- VISTA
- Job Training Partnership Act (JTPA)
- Community Action Program
- Law enforcement agencies
- Legal and judicial agencies
- County commissioner
- County extension agent
- Taxation agencies
- Parks Department
- Welfare offices
- Motor Vehicle Bureau
- Agricultural extension agent
- Public health nurse
- Fish and Game Commission
- Adult Basic Education
- Parent-Teacher Associations (PTA)
- Migrant programs
- Military service representatives
- Correctional institutions
- Mental health agencies
- Sheltered workshops
- Governor's Commission for Employment of the Handicapped
- Planned Parenthood

COMMUNITY SERVICE ORGANIZATIONS

- YMCA
- YWCA
- Red Cross
- League of Woman Voters
- Urban League
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- Heart Association

CIVIC CLUBS

- Chamber of Commerce
- JAYCEES
- Rotary Club
- Kiwanis
- Civitan
- Elks
- Lions
- Business and professional workers
- Knights of Columbus
- Optimists

SPECIAL RESOURCES, PRIVATE, NONPROFIT, AND VOLUNTEER ORGANIZATIONS

- Airports
- Weather stations
- Colleges
- Universities
- Monasteries
- Association for Retarded Citizens
- 4-H clubs
- Churches
- Hospitals
- Nursing homes
- Libraries
- Museums
- Goodwill Industries and other rehabilitation facilities

- Veterans groups
- Boy Scouts
- Indian Guides
- Association for Children and Adults with Learning Disabilities
- Private mental health associations
- Girl Scouts
- Campfire Girls
- Big Brothers

Source: Brolin, D., McKay, D. & West, L. (1978). Trainer's guide to life centered career education. Reston, VA: The Council for Exceptional Children.

ACRONYMS RELATED TO VOCATIONAL SPECIAL NEEDS

AAMD	American Association on Mental Deficiency
ABE	Adult Basic Education
ACLD	Association for Children with Learning Disabilities
ARC	Association for Retarded Citizens
AVA	American Vocational Association
AVA/SND	American Vocational Association - Special Needs Division
AVTS	Area Vocational Technical School
BD	Behavioral Disorders
CEC	Council for Exceptional Children
COE	Cooperative Occupational Education
D & H	Disadvantaged & Handicapped
DCD	Division on Career Development (Council of Exceptional Children)
DE	Department of Education, Federal
DESE	Department of Elementary and Secondary Education
DMH	Department of Mental Health
DOT	Dictionary of Occupational Titles
DVR	Division of Vocational Rehabilitation
EEOC	Equal Employment Opportunity Commission
EHA	Educational for All Handicapped Act
EMR/EMH	Educable Mentally Retarded/Handicapped
ESEA	Elementary and Secondary Education Act
FAPE	Free and Appropriate Public Education
IEP	Individualized Education Program
JTPA	Job Training and Partnership Act
LD	Learning Disabled

LEA	Local Education Agency
LRE	Least Restrictive Environment
MR	Mentally Retarded
MVA	Missouri Vocational Association
NARC	National Association for Retarded Citizens
NAVESNP	National Association for Vocational Education Special Needs Personnel
OCR	Office of Civil Rights
OJT	On-the-job Training
OSERS	Office of Special Education and Rehabilitation Services
OT	Occupational Therapy
PIC	Private Industry Council
PI/MH	Physically Impaired/Multiply Handicapped
PL	Public Law
PT	Physical Therapy
SEA	State Education Agency
SS	Social Security
TMR/TMH	Trainable Mentally Retarded/Handicapped
VAC	Vocational Adjustment Coordinator
VARCA	Vocational Adjustment Rehabilitation Counselor Association
VEWAA	Vocational Evaluation Work Adjustment Association
VOC TECH	Vocational Technical School
VRC	Vocational Rehabilitation Counselor
VRE	Vocational Resource Educator

Frequently Asked Questions

Q. WHAT TYPE OF SPECIAL NEEDS STUDENT MAY BE PLACED IN VOCATIONAL EDUCATION?

A. All types may be placed. Students who are placed appropriately are placed according to their capabilities and interests rather than their disability.

Q. WHY "MAINSTREAM" STUDENTS WITH SPECIAL NEEDS?

A. Students are mainstreamed for the following reasons:

1. Vocational-technical subject matter should be taught by specialists in these fields and not by special educators.

2. The cost of providing a separate classroom with a separate teacher is prohibitive.

3. Handicapped students have historically been discriminated against simply because they were handicapped. Belonging to a minority is not a valid criterion for educational placement.

4. Job placement at the conclusion of training is easier when a student has mastered the "standard" course.

5. Resource personnel can provide the services needed by students who have been properly placed.

6. The Carl D. Perkins Vocational Act does not provide full funding for separate classes.

Q. HOW DOES AN EDUCATOR KNOW THAT THE SPECIAL NEEDS STUDENT MEETS ALL OF THE ENTERING COURSE REQUIREMENTS?

A. Instructors should feel comfortable that special needs students entering their classes have the skills necessary because the Carl Perkins Act mandates assessment of all handicapped and disadvantaged students in order to evaluate their appropriate placement into vocational education programs. This assessment can be either informal or formal, but must produce evidence of reasonable chances of success in the vocational program. Program Placement decisions should be made by a team, including the student, parent and involved school personnel.

Q. WHAT DOES A VOCATIONAL EVALUATOR DO THAT WILL HELP THE STUDENT DECIDE ON THE BEST COURSE?

A. Evaluators in the vocational-technical schools limit their services to special needs students. Thus, these students get extra attention to help them identify their vocational interests, strengths and weaknesses. After administering tests and work samples, the evaluator makes vocational training recommendations based on the assessment results.

Q. WHAT SHOULD I DO IF A "QUALIFIED SPECIAL NEEDS STUDENT" FAILS AN ACTIVITY OR TEST?

A. First, use your usual procedure when any student fails. Second, contact the vocational resource educator. If you have no VRE, then contact the student's counselor or special education teacher for suggestions and help.

Q. WHERE CAN I FIND SUPPLEMENTARY TEACHING MATERIALS FOR SPECIAL NEEDS STUDENTS?

A. The first source is the Instructional Materials Laboratory (IML) at UMC. Write for the IML catalog. A second source is Missouri LINC. Missouri LINC staff will search their resource collection to find appropriate materials.

Q. LET'S SUPPOSE I DO NOT LIKE SPECIAL NEEDS STUDENTS. WHAT DO I DO THEN?

A. This question usually ceases to be an issue with experience. Teachers must learn to treat them equally with other students. Not everyone likes all their students and must deal with this situation. After getting to know special needs students, you will find they are as varied as other students.

Q. WHY SHOULD SPECIAL NEEDS STUDENTS BE ASSIGNED TRAINING SLOTS THAT COULD BE FILLED BY NON-HANDICAPPED STUDENTS?

A. Special needs people make good employees and must be guaranteed their civil rights for equal access to employment. Training is one of these rights. From an economic view, training is much less expensive than welfare. Also, the worker repays publicly funded programs through taxes. The Carl Perkins Act also stresses equal access to all vocational programs for special needs students.

List of Resources

American Vocational Association, Inc. (1985). A guide to implementing the Carl Perkins vocational education act. Alexandria, VA.

Behymer, J., Heithoff, K., and Kirts, C. (1980). Resource directory for vocational professionals working with special needs students. University of Missouri-Columbia, College of Education, Practical Arts and Vocational-Technical Education, and Missouri Department of Elementary and Secondary Education.

Brolin, D. and Kokaska, C. (1985). Career education for handicapped individuals. Columbus: Charles E. Merrill Publishing Company.

Brolin, D., McKay, D. and West, L. (1978). Trainer's guide to life centered career education. Reston, VA: The Council for Exceptional Children.

Kimeldorf, M. (1984). Special needs in technology education: A resource guide for teachers. Worchester, MA 01608.

Maurer, L. (1985). Opening doors: Educating the disabled. Vocational special Needs Inservice program, University of Arizona and the Division of Vocational Education, Arizona Department of Education.

Meers, G. (1980). Handbook of special vocational needs education. Rockville, MD: Aspen Systems Corporation.

Miller, S. and Schloss, P. (1982). Career and vocational education for special needs students. Rockville, MD: Aspen Systems Corporation.

Missouri Department of Elementary and Secondary Education. (1985). Vocational planner's guide for the Carl D. Perkins vocational education act of 1984, P. L. 98-524, Division of Career and Adult Education, Jefferson City, Missouri.

Phelps, L. and Lutz, R. (1977). Career exploration and preparation for the special needs learner. Boston: Allyn and Bacon.

Scott, J. and Sarkees, M. (1982). Vocational special needs, Alsip, IL: American Technical Publishers, Inc.

Catalogs for Curriculum Materials

Curriculum Publications Clearinghouse
Western Illinois University
Macomb, IL. 61455

Delmar Publishers, Inc.
2 Computer Drive, W.
Box 15-015
Albany, NY 12212

Hobar Publications
1234 Tuler Lane
St. Paul, MN. 55112

Ingham Intermediate School District
Vocational Education
Capital Area Career Center
611 Hagadorn Rd.
Mason, MI 48854-9330

Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri
Columbia, MO 65211

Michigan Career & Vocational
Education Resource Center
133 Erickson Hall, M.S.U.
6 Lansing, MI 48824-1034

Mid-America Vocational Curriculum Consortium
1500 West Seventh Avenue
Stillwater, OK 74074

National Center for Research
In Vocational Education
Ohio State University
1960 Kenny Rd.
Columbus, OH 43210

Occupational Curriculum Laboratory
East Texas State University
Commerce, TX 75428

Research & Curriculum Unit
Vocational & Technical Education
Mississippi State University
P.O. Drawer DX
Mississippi State, MS 39762

Research & Training Center in Mental Retardation
Texas Tech University
P.O. Box 4510
Lubbock, TX 79409

Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson Street
Madison, WI 53706

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